

# APPENDIX 2A

## SUMMARY MATRIX OF RECOMMENDATIONS

### Decision Points

Recommendation (1)	Background (2)	Critical Issues (3)	Responsibility (4)	Timeline (5)	Resources Needed (6)
1. Career Clusters	<p>Research highlights need for focus, frameworks, active learning.</p> <p>Research shows career clusters provide needed focus and framework.</p> <p>There is a national movement toward career clusters.</p>	<p>Foundation of alternative district diploma.</p> <p>Integrate Tech Prep and College Prep pathways with individual career plans.</p>	Department of Education and other agencies, organizations, parents, and employers.	<p>Create clusters 2001-02</p> <p>Introduce in 2002-03 school year</p>	<p>Curriculum development teams</p> <p>Professional development for staff</p> <p>Instructional activities and materials</p>
2. STW Act Compliance & Workforce Education Council	<p>Education and business do not formally communicate needs to each other.</p> <p>Business has no input into curriculum.</p>	<p>New reform programs must have accountability mechanism.</p> <p>Should be linked directly to Governor.</p>	Governor; All agencies and employers	Immediate	Funding for state-level office for implementation
3. Curriculum Alignment with Current Workplace Needs	<p>There is no alignment of secondary and postsecondary curricula.</p> <p>Workplace and education requirements are mismatched.</p>	<p>Need alignment of curricula at all levels with workplace needs.</p> <p>Need statewide articulation agreements.</p>	Department of Education Higher education	Immediate	<p>Educator internships in workplace</p> <p>Funding to improve guidance function</p> <p>Employment skills tests for high schools</p>
4. Educational Standards and Testing	<p>Existing assessments include state academic testing and industry certification programs.</p> <p>Assessments do not test skills employers value.</p> <p>One-third of state's standards are tested.</p>	<p>Decisions on assessments should be made after curriculum development activities are complete.</p> <p>Assessments should follow instruction, not vice versa.</p> <p>Involve assessment experts in this process.</p> <p>Do existing assessments adequately evaluate needed skills and knowledge?</p>	Department of Education, Division of Testing and other agency assessment offices	TBD	TBD
5. Professional Development	<p>Teacher education does not include applied learning and work-based experiences.</p> <p>Most educators have little career awareness outside field.</p>	<p>Educators must learn more about career options and requirements.</p> <p>Teacher colleges must connect with business.</p>	Department of Education	TBD	<p>Postsecondary agreements to train teachers and counselors in applied learning methods</p> <p>Funding for professional development</p> <p>Ongoing professional development</p>

## SUMMARY MATRIX OF RECOMMENDATIONS

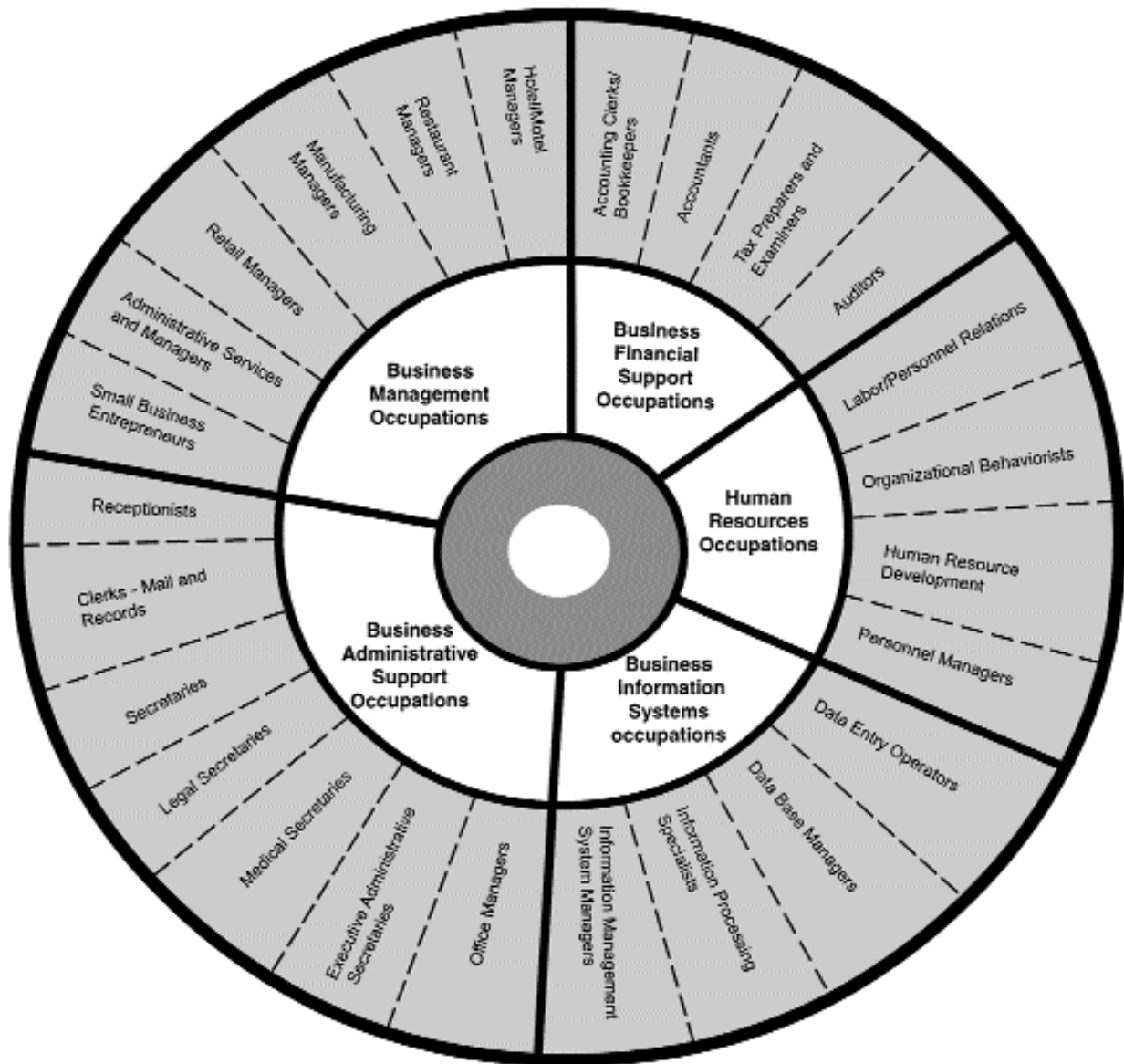
### Decision Points

Recommendation (1)	Background (2)	Critical Issues (3)	Responsibility (4)	Timeline (5)	Resources Needed (6)
6. Safety Net for At-Risk Students	Few unskilled jobs in workplace. 40% of graduates leave school unskilled and unemployable. Human, economic consequences are profound.	No child should be left behind. Identify target population. Develop alternative assessments, diploma pathway, remediation. Keep doors open to further education.	Department of Education	Two years or longer	Curriculum development Professional development Activities and materials
7. Character Education	Strong advice from regional meetings with stakeholders. Research supports need for more than academic skills. Broad call from business. Successful models exist.	Schools and communities must model positive traits.	Families/caregivers; School and community support; State to identify model programs	Immediate	Information on successful programs through Wofford, Converse, USC Salkehatchie, and Boston University's Center on Character Education Professional development
8. Consolidated Statewide Career Delivery Systems	Current system is fragmented, with gaps and overlaps. State has 16 consortia, 13 math/science hubs, 16 technical colleges, 13 technology centers, 85 district offices. System needs to better meet students' needs for 21st-century workplace.	Link business and schools. Provide useful services to districts and regional entities. Consolidate statewide service centers into 6 regional centers to increase efficiency, decrease overlap of services.	Department of Education	TBD	Coordinate high school schedules that link to Career Centers Integration of academic, applied learning statewide Better Best Practice academic program models, such as International Baccalaureate, magnet schools <i>High Schools That Work</i> implemented statewide.
9. Communication Program	Lack of public understanding. Skills and knowledge gap between education and business. Decades of ingrained beliefs, education stereotypes.	Educators and parents must understand the need for systemic change. Education, business, and government leaders must deliver a clear, consistent message.	Department of Education; Technical College System; Employment Security Commission; Commission on Higher Education; SC State Chamber; State Agencies  The Governor would establish a central message and provide information and encouragement; statewide media to disseminate it	Immediate	Funding for plan development and professionally developed materials Resources for dissemination: Awareness program for district staff development programs Back to-school programs for parents

# APPENDIX 2B

## CAREER CLUSTER EXAMPLE

### BUSINESS AND ADMINISTRATIVE SERVICES



Planning, managing, and providing administrative support, information processing, accounting, and human resource management services and related management support services. Source: USOE/OVAE Brochure

# APPENDIX 2C

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## LETTER FROM THE SCHOOL-TO-WORK ADVISORY CHAIR AND SOUTH CAROLINA STATE CHAMBER PRESIDENT



November 29, 2000

Mr. Don Herriott  
President  
Roche-Carolina, Incorporated  
6173 E. Old Marion Highway  
Florence, SC 29506-9330

Dear Mr. Herriott:

On behalf of the Governor's School-to-Work Advisory Council, we would like to offer the enclosed *Recommendations for Guiding Principles for Systemic Educational Reform* to the Governor's Task Force on Workforce Development. These principles were developed by the Council and unanimously endorsed at our November 21, 2000, meeting.

Since its inception in 1994, The Governor's School-to-Work Advisory Council has focused its efforts towards South Carolina's successful implementation of federal and state School-to-Work programs. As is succinctly stated in the recent report to the State Department of Education, *Evaluating the Effectiveness of the Tech Prep Consortia*, "the philosophy of Tech Prep and the tenets of the School-to-Work Act are sound, but there are many areas in which structural and attitudinal perspectives must be re-focused in order to fully achieve the mandates of the (School-to-Work) Legislation." Our Council has studied this report and believes the systemic issues described and the directions outlined in the recommendations are prudent and sound steps for South Carolina to take. We understand that your Task Force also reviewed this document.

For South Carolina to be successful, more students must be capable of meeting employers' entry-level requirements. After a thorough analysis and many professional studies, we have concluded that our delivery system is fragmented in allocation of resources, interagency collaboration, and in producing student success. Clearly, our present structures for delivering education and work force development are not working as well as they should.

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We think the State is at a crossroads. The crises in workforce availability and dwindling federal and state resources necessitate a comprehensive and synergistic response to assure our education and workforce development institutions can meet the ever-changing needs of individual and corporate citizens. First and foremost, South Carolina needs an independent, but integrating, coordination effort that unifies all work force development programs.

The Tech Prep report accurately addresses some of these issues, and it outlines some approaches and a variety of multidisciplinary solutions for us to take within the context of the School-to-Work Act. However, it is the Governor's School-to-Work Advisory Council's consensus that any adoption of these recommendations alone will not solve our problems. Instead, we believe it is time to go beyond single initiatives and quick fixes with system-wide restructuring. The objective should be to provide seamless, efficient, effective and accessible career education and/or training to all students--secondary, post-secondary, adult or remedial. Bringing agencies and programs together around common goals seems paramount to accomplishing that objective.

We need systemic reform to assure that our educational and work force development institutions are enabled with the resources, tools, and structure to successfully meet the demands our society--both workplace and community--place on our citizens. We see the mission of the Governor's Task Force as the enabling force through which this systemic reform can be addressed. It is our hope that you can use our *Guiding Principles* as the basis for building your Task Force recommendations. Should there be other assistance that the Council can offer as you engage in this task, please do not hesitate to call me.

Sincerely,



Larry A. Martin  
Chairman  
Governor's School-to-Work  
Advisory Council



Hunter Howard  
Vice-Chairman  
Governor's School-to-Work  
Advisory Council

## APPENDIX 2C *continued...*

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### **Key Organizing Principles for Restructuring the Workforce Development Education Delivery System**

One Central Authority through which all workforce development policy is focused.

- An independent Board with representation of all stakeholder workforce development institutions and majority membership from the private sector should be created with the statewide authority, responsibility, and accountability for assuring citizens that our institutions meet new and existing employers' workforce needs.
- This authority for this state-level coordinating effort will be vested with the Board designated to allocate and regulate all state and federal funds designated for work force development and training. The Governor can make this designation. This includes but is not limited to federal funding from the Carl Perkins Vocational Act, Workforce Investment Act, School-to-Work Act, Adult Education, and corresponding state funds.

A responsible system will have regional delivery and funding formulas that mandate collaboration across institutional boundaries.

- Alliances between agencies can be designed to eliminate competition for funds, duplication of services, and closing of gaps in services. At a minimum, the agencies involved include the Department of Education, State Board for Technical and Comprehensive Education, Employment Security Commission, Department of Commerce and Department of Labor, Licensing and Review. The Board will encourage coordination in the areas of service delivery, infrastructure, resource allocation, performance standards/articulation, and business partnerships.

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## APPENDIX 2C *continued...*

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Program performance must be accountable through a streamlined, focused system.

- An accountable system will require performance-based evaluation of programs to assure the most effective services for achieving gainful, sustainable employment are delivered. Not only must all graduates meet rigorous academic skills standards, they should also be required to demonstrate an acceptable level of the soft and technical skills required by business and industry.
- The principles behind Tech Prep and School-to-Work should be integrated into the College Prep curriculum so the designation of a student's "track" is seamless. Secondary schools should adopt a career major concept as the umbrella under which all students' courses are determined--whether four-year college, two-year college, or workplace-bound. All secondary students should participate in career and technology courses.
- *High Schools That Work* is the best model for Secondary School structure and we recommend that each District in South Carolina embrace this program.

Workforce Development must be business driven.

- The state's business community should fill the key leadership roles in the coordinating effort. Students must be adequately prepared to meet work force needs, and this success can only be determined by employers.

# APPENDIX 2D

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## ***HIGH SCHOOLS THAT WORK MODEL***

*High Schools That Work* is the nation's first large-scale effort to engage state, district and school leaders and teachers in partnerships with students, parents, and the community to improve the way all high school students are prepared for work and further education.

*HSTW* provides a framework of goals, key practices, and key conditions for accelerating learning and setting higher standards. It recommends actions that provide direction to schools as they work to improve academic and vocational-technical instruction at school and the work site. These recommendations meet the criteria for comprehensive school reform.

The *HSTW* effort is based on the belief that, in the right school environment, most students can learn complex academic and technical concepts. The initiative targets high school students who seldom are challenged to meet higher academic standards.

As our nation seeks to maintain its competitiveness in the world economy, *HSTW* offers school systems and schools a unique opportunity to prepare more students to communicate, solve problems, perform tasks, and produce products — on the job and in a lifetime of learning. To help schools customize site action plans in order to reach their improvement goals, *HSTW* provides intensive technical assistance, focused staff development, targeted assessment services, and ongoing communication and networking opportunities.

*HSTW* began with 28 sites in 13 states when it was started in 1987 by the Southern Regional Education Board-State Vocational Education Consortium. Since then it has grown to more than 970 sites in 22 states, including Alabama, Arkansas, Delaware, Florida, Georgia, Hawaii, Indiana, Kansas, Kentucky, Louisiana, Maryland, Massachusetts, Mississippi, North Carolina, Ohio, Oklahoma, Pennsylvania, South Carolina, Tennessee, Texas, Virginia, and West Virginia.

### ***About the SREB***

The Southern Regional Education Board (SREB), the nation's first interstate compact for education, was created in 1948 by Southern governors. The SREB helps educational and governmental leaders work cooperatively to advance education and, in doing so, improve the region's social and economic life.

The SREB assists state leaders by identifying and directing attention to key issues; collecting, compiling, and analyzing comparable data; and initiating studies and discussions that lead to recommendations for state and institutional action.

The SREB's concern with the need to better prepare high school students began in the early 1980s with a series of publications dealing with projected supply and demand in a number of professions. In its report, "The Need for Quality," the SREB offered recommendations for educational improvement, including several that addressed vocational-technical education. The SREB publication *Goals for Education 2000*, which spurred action in SREB states, also included a number of goals related to raising the achievement of high school students.

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## APPENDIX 2D *continued...*

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### ***Major goals of HSTW***

Raise the mathematics, science, communication, problem-solving, and technical achievement of more students to the national average and above.

Blend the essential content of traditional college-preparatory studies—mathematics, science, and language arts—with quality vocational and technical studies by creating conditions that support school leaders, teachers, and counselors in carrying out key practices.

Advance state and local policies and leadership initiatives necessary to sustain a continuous school-improvement effort.

### ***Key practices for accelerating student achievement***

**High expectations:** setting higher expectations and getting more students to meet them.

**Vocational studies:** increasing access to intellectually challenging vocational and technical studies, with a major emphasis on using high-level mathematics, science, language arts, and problem-solving skills in the modern workplace and in preparation for continued learning.

**Academic studies:** increasing access to academic studies that teach the essential concepts from the college-preparatory curriculum by encouraging students to use academic content and skills to address real-world projects and problems.

**Program of study:** having students complete a challenging program of study with an upgraded academic core and a major.

**Work-based learning:** giving students and their parents the choice of a system that integrates school-based and work-based learning. The system should span high school and postsecondary studies, and it should be planned by educators, employers, and employees.

**Teachers working together:** having an organization, structure, and schedule giving academic and vocational teachers the time to plan and deliver integrated instruction aimed at teaching high-level academic and technical content.

**Students actively engaged:** getting every student involved in rigorous and challenging learning.

**Guidance:** involving each student and his or her parents in a guidance and advising system that ensures the completion of an accelerated program of study with an in-depth academic or vocational-technical major.

**Extra help:** providing a structured system of extra help to enable students who may lack adequate preparation to complete an accelerated program of study that includes high-level academic and technical content.

**Keeping score:** using student assessment and program evaluation data to improve continuously the school climate, organization, management, curricula and instruction to advance student learning and to recognize students who meet both curriculum and performance goals....

*For a full report on HSTW, visit [www.sreb.org](http://www.sreb.org).*

# APPENDIX 2E

## DISTRICT DIPLOMA COURSE MATRIX

Twenty-four (24) units required

<i>Subject Matter</i>	<i>Grade 9</i>	<i>Grade 10</i>	<i>Grade 11</i>	<i>Grade 12</i>
English	x	x	x	x
(four units of credit required)				
Math	x	x	x	x
(four units of credit required)				
Science*	x	x	x	
(three units of credit required)				
Social Studies**	x	x	x	x
(four units of credit required)				
Electives	x	x	x	x
(four units possible)				

*Note: Special Needs students will probably need this elective each year in order to meet IDEA and/or 504 “contact” requirements.*

*Note: Of special concern are those students who are self-contained. While few would probably be screened into this District Diploma pathway; “contact” hours of service for these students might prohibit them from taking part in this pathway.*

Career Development	x	x	x	xx
(five units of credit required)				(two units)
Grade 9	Job Shadowing			one unit
Grade 10	Mentoring			one unit
Grade 11	Non-paid Employment			one unit
Grade 12	Paid Employment			two units

\*Physical Education and Health must be addressed in this curriculum or in another content area.

\*\*Driver Education, and preliminary work relating to Career Development/Job Training, Shadowing, Mentoring, Non-Paid Employment, and Paid Employment components must be addressed in this curriculum or in another content area.

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**Help Wanted: Creating Tomorrow's Work Force**, Edward E. Gordon

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**High School Will Never Be the Same**, William C. Symonds

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**New Directions for High School Career and Technical Education in the 21<sup>st</sup> Century**, Richard L. Lynch – University of Georgia

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**Summary of All SC High School Completers Enrolled in College Freshman Classes and Other**

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**Work Force 2020**, Richard W. Judy and Carol D'Amico

**Workforce Economics**, National Alliance of Business

# ACKNOWLEDGEMENTS

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The Governor's Workforce Education Task Force would like to express its thanks to the many groups and individuals whose previous work and efforts provide a solid foundation to build upon.

Many thanks to those of you involved in the development and ongoing implementation of the Educational Accountability Act—your work to promote standards and high expectations is the key to student achievement and cannot be understated.

Thank you to leaders of educational reform for your ongoing efforts to continuously improve teacher quality and district leadership. These efforts become the platform upon which our work can be built.

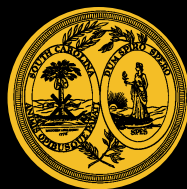
Thank you to all of the caring parents, teachers, educators, and involved citizens whose hearts are driving our mission.

## ***Special thanks to:***

- State Department of Education
  - Ms. Inez Tenenbaum, State Superintendent of Education, for her support in providing staff and funding.
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- Dr. Willard Daggett for conducting regional workshops attended by more than 1000 people across the state. The feedback received at these workshops was invaluable in the development of the Task Force report.
- The many nationally and internationally known experts and speakers whose experience and advice helped shape our ideas.
- Senator Larry Martin and Hunter Howard whose insight on the School-to-Work Advisory Council greatly influenced our first recommendation related to STWTA compliance.
- Cornelius and Associates who provided pro-bono consulting and facilitation of two Task Force sessions.
- Dr. James Hudgins, executive director of the State Technical College System, who offered continuous input and reference material.
- Mike Mungo and the Employment Security Commission who provided meeting facilities and videotaping services.
- State Chamber of Commerce who provided pro-bono printing of the Task Force report.
- Doug McTeer who offered input from and a link to the Governor's Office.
- Haidee Stith an ex-officio member of the Task Force who made numerous contributions to the data and analysis as well as input into final report contents.
- Laine Communications for their assistance in writing and designing this report.

# *Pathways* TO PROSPERITY

Success For Every Student in the 21<sup>st</sup>-Century Workplace



GOVERNOR'S WORKFORCE  
EDUCATION TASK FORCE